



Equality Policy

Reviewed December 2024

Ratified by Governors December 2024

Due for review December 2025

Equality Policy Document

1. Purpose of the Equality Policy

This policy is required to ensure that the school complies with equality legislation, including those people;

- with special educational needs
- who have difficulties in accessing the school's facilities
- who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care)
- who come from homes with low income and/or inadequate home study space
- who come from a full range of backgrounds and family composition.
- who experience bullying, harassment or social exclusion
- with low parental support or different parental expectations
- with emotional, mental and physical well-being needs
- who exhibit challenging behaviour
- who come from minority ethnic groups including travellers, refugees and asylum seekers

2: Legal Background

Schools should comply with the public sector equality duties (PESD) as set out in the Equality Act 2010. It is essential a school demonstrates it has due regard to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by this Act.

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PESD)
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

The Equality Act 2010 protects the school community from discrimination and harassment based upon

- age
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- Marriage and civil partnership

3. Relationship to other policies

Relates to the Accessibility Plan and the following policies:

Race Relations, Health and Safety, SEN, curriculum, child protection, recruitment, selection and retention of staff, and pupil behaviour policy.

4. School Context

Middleton is a purpose built community school with 111 pupils currently on roll, all with an EHCP, from Reception to Year 6. The school serves the whole of East Herts and the Lea Valley. This includes rural areas as well as a number of small towns each of which has a range of socio-economic

backgrounds including areas of poverty. The majority of pupils are transported to and from school on local authority transport.

Pupils have a range of difficulties which may include Autism, ADHD, Downs / Williams Syndrome, Cerebral Palsy, epilepsy, sensory impairments and an increasing number with medical and physical needs. Pupils' language difficulties are a significant factor which affects their learning. There has also been an increase in the number of pupils with social and emotional difficulties. A growing number of children have a complex mixture of needs.

The table below displays the demographics /characteristics of the school

Characteristics	Total	Breakdown
Number of pupils	111	EYFS – 0 Key stage 1 –24 Key Stage 2 – 87
Number of staff	84	
Number of governors	9	
Attainment on entry		Attainment on entry is low commensurate with pupils' SEN. There is a wide range of ability. The vast majority of pupils will be working between M5 – M12
Mobility of school population		Pupils admitted at any time during the academic year.
Pupils eligible for FSM	42	
Deprivation factor		The school serves the whole of East Herts and the Lea Valley. This includes rural areas as well as a number of small towns each of which has a range of socio-economic backgrounds including areas of poverty.
Disabled staff	2	
Disabled pupils (SEN/LDD)		All pupils have a statement of SEN or EHC Plan
Pupils with ethnicity other than WB	28	
Staff with ethnicity other than WB	8	
Pupils who speak English as an additional language	3	
'Child looked after'	0	
Average attendance rate	92.1%	
Significant partnerships, extended provision, etc.		EP Service Social Services Speech and Language Therapy Service Occupational / Physiotherapy Service Hearing / Sight specialists Sports Partnerships Extended Schools Provision -Outreach Provision to local mainstream schools.
Awards, accreditations, specialist status		Ofsted recognised 'Outstanding School' 2006. 2009, 2013, 2017, 2024.

5. Vision and Values of Middleton

Our equality vision and the values that underpin school life

Pupils, staff, governors, parents and carers are valued highly and tolerance, honesty, co-operation and mutual respect for others is fostered. The school is committed to the development of the whole person within a supportive, secure and creative environment. The Equality Statement applies to all members of the school community in equal measure. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or belief, sexual identity, gender or gender identity or disability. Positive relationships with parents, governors and members of the wider community is promoted at all times.

Middleton tackles any form of discrimination and actively promotes harmonious relations in all areas of school life. The aim is to remove any barriers to access, participation, progression, attainment and achievement. The school's contribution towards community cohesion is taken seriously and it recognises, respects and responds to differences. A child is not born with the concept of treating people unequally; such behaviour is acquired and one of the aims of the school is to create an ethos where all feel valued equally. Linguistic and cultural diversity should be seen as a strength and an opportunity to enrich the curriculum. All families should be made to feel equally welcomed and encouraged to become involved in their child's education.

Middleton seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

6. Aims of Middleton School

The school is committed to promoting equality and tackling discrimination against staff, pupils, parents and carers:-

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or none religious affiliation or faith background
- Whatever their sexual identity
- Whatever their age
- Whether pregnant or not
- Whatever their marital status

The school will provide:

- A safe, happy, fun and secure environment in which children learn through their own experiences and develop their individual interests and strengths
- A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs
- A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential
- An environment in which each child feels confident enough to take risks and recognise that making mistakes is implicit in the learning process
- Small teaching groups with extra support to cater for pupils' individual needs
- Resources that every child can access
- Facilities that are accessible for all stakeholders
- Communication that is appropriate and accessible to individual need

- An opportunity for families to take an authorised leave of absence, which is agreed for all pupils the first week of the Summer Two term. This allows families to spend quality time together when their children are able to access a less busy environment.

The school aims to develop within all stakeholders:

- Independence, self-confidence, self-esteem and lively, imaginative and enquiring minds
- Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity
- Self-awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe
- The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely
- Respect for democracy and for public institutions and services in the wider world.

7. Chain of accountability

The Head Teacher will ensure that a school culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards each other and those of different ethnic groups/religions
- listens to and involves pupils, parents, carers and staff
- communicates behaviour expectations
- ensures applications for school places and jobs from all sections are treated equally
- ensures school policies and practice do not discriminate, directly or indirectly, against adults or pupils
- guarantees school is accessible to all
- ensure all staff receive appropriate and relevant continuing professional development
- actively challenges and takes appropriate action in any cases of discriminatory practice
- ensures incidents are reported, analysed, addressed swiftly and effectively, and reported on and that each term's returns to the LA on racial incidents and anti-bullying are accurate and submitted on time
- ensures all visitors and contractors are aware of and comply with the school's policies in this area

The Head Teacher will Implement the policy, its strategies and procedures and produce a report on progress for governors annually.

It is the Governing Body's responsibility to action the following:

- nominate a designated Equality Governor
- Governor visits to observe equality in action and report back.
- ensure the school meet requirements to publish equality schemes
- scrutinize the recording and reporting procedures at least annually
- when recruiting to the governing body encourage parents and staff from all groups equally
- apply the principles of best value without discrimination when purchasing goods/ services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- review the issues arising from each term's data returns submitted to the LA and consider any actions or issues arising

- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken
- ensure the school complies with equality legislation and takes appropriate action if there is a breach of the policy

All Staff -It is the responsibility of all staff to action the following:

- Be vigilant in all areas of the school for any type of harassment and bullying
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimization caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

8. Responsibilities and Commitment to Action

Breach of Equality Scheme - any breach of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

9. Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

10. Commitment to publish

Information will be published annually to demonstrate compliance with the public sector equality duty. The following information will be available on the school website:-

- The behaviour policy
- Anti-bullying policy
- E safety policy
- Involvement with local communities including links with other schools and other children.
- The Equality Scheme and action plan.
- Attainment data for relevant groups.

10. Middleton's compliance with Equality Legislation

Middleton complies fully with legislation which protects staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age. With regard to disability, reasonable adjustments are made to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled; this includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. Efforts are made that the diversity of the school's workforce reflects that of the local community and wider society. The school ensures the safety and well-being of the staff and act on incidents of harassment and discrimination recognising staff may be either victims or perpetrators. Regular training will be provided for staff to enable them to deal effectively with prejudice-related incidents such as racism, homophobia,

negative views of disabled people or sexism and the procedures for reporting and recording such occurrences.

11. Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders is central to the review of this policy. Policy Planning and Review;

- Middleton has accessed the views of our pupils using appropriate questionnaires which are accessible at their level around issues which they can comment on. Pupils were given one to one support where necessary.
- Parents and carers have been consulted through the representatives on our Parent Council.
- Staff and Governors have made their contribution through formal and informal meetings.

The Equality Scheme is available on the website.

The school will continue to consult and engage with those affected by the decisions on how to tackle equality; parents, pupils, staff, members and other appropriate parties. They will be also be consulted and involved in ongoing discussions to promote equality.

13: Impact Assessment

Impact assessment statement

All school policies will be equality impact assessed with regard to the nine protected characteristics at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 7 (**Chain of accountability**) the staff responsibilities are set out for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors annually.

This policy reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare our pupils for participation in our richly diverse society. It furthers our aim to promote equality of opportunity and to eliminate any form of discrimination and prejudice against children, parents, carers, staff, visitors and the wider community served by the school.

The model policy was adopted and adapted for Middleton School, in consultation with the school community and uploaded to the school website.

Equality Objectives Action Plan December 2024

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Timing	Review Date
Review the Humanities curriculum to ensure breadth of coverage to include all aspects of equality and diversity within society.	Equality and respect for diversity	To eliminate discrimination and foster respect for all through an appropriate curriculum.	SLT Humanities team	Curriculum has full breadth of coverage and pupils access learning in a progressive sequence.	Autumn 2025	Autumn 25
Celebrate the cultural and religious diversity of Britain through themed events and activities, recognising and promoting fundamental British values.	Religion / Belief / British Values	To provide pupils with opportunities to explore a range of cultures and beliefs – eliminating discrimination.	SLT / Staff teams	At least two themed events have taken place during an academic year. Pupils gain understanding and empathy with beliefs that differ to their own.	Academic Year 24/25	Autumn 25
Further develop staff and parent expertise in developing approaches which support the communication needs of all pupils; including the use of sign and symbol alongside augmentative aids and the use of language.	Disability	To improve the equality of opportunity and improve access to learning for all.	Staff teams Intervention Lead SALT	Evidence of increased and regular use of a visual approach to learning during lesson observations. Evidence of increased training in and implementation of Makaton sign to support teaching and learning Parents have attended training sessions. Pupil attainment increases	Academic Year 24/25	Autumn 25